

Hammond Hill Elementary

901 West Woodlawn Avenue
North Augusta, SC 29841

Grades	K-5 Elementary School	
Enrollment	764 Students	
Principal	Rose Marshall	803-442-6170
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	51	21	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

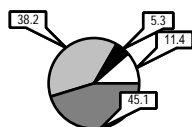
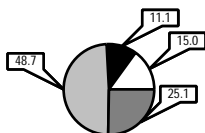
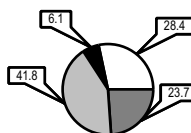
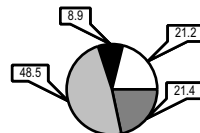
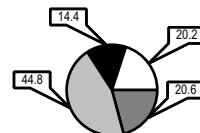
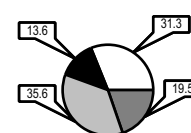
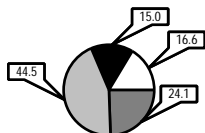
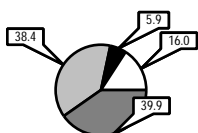
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	375	100.0	11.4	38.2	45.1	5.3	61.3	Yes	Yes
Gender									
Male	202	100.0	12.4	39.7	44.8	3.1	58.2		
Female	173	100.0	10.3	36.4	45.5	7.9	64.8		
Racial/Ethnic Group									
White	254	100.0	6.0	36.9	51.0	6.0	70.3	Yes	Yes
African American	104	100.0	26.3	40.0	30.5	3.2	38.9	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	10.0	50.0	40.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	319	100.0	6.3	38.0	49.5	6.3	67.3		
Disabled	56	100.0	39.3	39.3	21.4	0.0	28.6	Yes	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	372	100.0	11.5	37.9	45.2	5.3	61.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	369	100.0	11.2	37.9	45.5	5.3	61.8		
Socio-Economic Status									
Subsidized meals	154	100.0	20.5	45.2	31.5	2.7	46.6	Yes	Yes
Full-pay meals	221	100.0	5.2	33.3	54.5	7.0	71.4		

Mathematics – State Performance Objective = 36.7%									
All Students	375	100.0	15.0	48.7	25.1	11.1	57.7	Yes	Yes
Gender									
Male	202	100.0	15.5	44.3	28.9	11.3	59.8		
Female	173	100.0	14.5	53.9	20.6	10.9	55.2		
Racial/Ethnic Group									
White	254	100.0	8.4	48.6	28.1	14.9	65.5	Yes	Yes
African American	104	100.0	32.6	48.4	16.8	2.1	36.8	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	20.0	60.0	20.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	319	100.0	10.9	47.5	29.0	12.5	63.0		
Disabled	56	100.0	37.5	55.4	3.6	3.6	28.6	Yes	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	372	100.0	14.9	48.6	25.3	11.2	57.9		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	369	100.0	14.6	48.9	25.3	11.2	58.1		
Socio-Economic Status									
Subsidized meals	154	100.0	27.4	52.7	17.8	2.1	34.2	Yes	Yes
Full-pay meals	221	100.0	6.6	46.0	30.0	17.4	73.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	375	99.5	28.0	42.0	23.8	6.2	30.0
Gender							
Male	202	99.5	23.8	42.5	25.4	8.3	33.7
Female	173	99.4	32.9	41.5	22.0	3.7	25.6
Racial/Ethnic Group							
White	254	99.6	18.5	42.7	30.2	8.5	38.7
African American	104	99.0	53.2	39.4	6.4	1.1	7.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	40.0	40.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	319	99.7	25.5	41.4	26.2	7.0	33.1
Disabled	56	98.2	41.8	45.5	10.9	1.8	12.7
Migrant Status							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	372	99.5	27.7	42.4	23.7	6.2	29.9
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	369	99.5	27.4	42.4	24.0	6.2	30.2
Socio-Economic Status							
Subsidized meals	154	98.7	42.4	43.1	13.2	1.4	14.6
Full-pay meals	221	100.0	18.3	41.3	31.0	9.4	40.4

Social Studies							
All Students	375	99.5	20.7	48.7	21.6	9.0	30.5
Gender							
Male	202	99.0	21.9	42.7	25.0	10.4	35.4
Female	173	100.0	19.4	55.8	17.6	7.3	24.8
Racial/Ethnic Group							
White	254	99.6	11.7	48.8	26.6	12.9	39.5
African American	104	99.0	45.7	45.7	8.5	0.0	8.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	20.0	60.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	319	99.4	17.6	49.5	22.9	10.0	32.9
Disabled	56	100.0	37.5	44.6	14.3	3.6	17.9
Migrant Status							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	372	99.5	20.6	48.6	21.8	9.0	30.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	369	99.5	20.3	48.9	21.8	9.0	30.8
Socio-Economic Status							
Subsidized meals	154	99.4	35.9	51.7	11.0	1.4	12.4
Full-pay meals	221	99.6	10.4	46.7	28.8	14.2	42.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	118	100.0	6.9	24.1	58.6	10.3	69.0
	4	127	99.2	13.7	28.2	54.0	4.0	58.1
	5	130	100.0	15.6	40.6	41.4	2.3	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	110	100.0	4.8	21.0	61.9	12.4	74.3
	4	132	100.0	14.1	48.4	36.7	0.8	37.5
	5	133	100.0	14.3	42.1	39.7	4.0	43.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	118	100.0	9.5	52.6	31.9	6.0	37.9
	4	127	100.0	10.4	46.4	25.6	17.6	43.2
	5	130	100.0	14.1	51.6	20.3	14.1	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	110	100.0	9.5	57.1	25.7	7.6	33.3
	4	132	100.0	14.8	39.1	34.4	11.7	46.1
	5	133	100.0	19.8	51.6	15.1	13.5	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	110	100.0	23.8	50.5	22.9	2.9	25.7
	4	132	98.5	26.2	38.1	30.2	5.6	35.7
	5	133	100.0	33.3	38.9	18.3	9.5	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	110	100.0	17.1	60.0	16.2	6.7	22.9
	4	132	99.2	15.0	46.5	27.6	11.0	38.6
	5	133	99.3	29.6	41.6	20.0	8.8	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 764)				
First graders who attended full-day kindergarten	81.4%	Up from 78.3%	100.0%	100.0%
Retention rate	4.7%	Down from 6.1%	2.6%	3.0%
Attendance rate	96.6%	No change	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Up from 3.7%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	No change	2.9%	3.2%
Eligible for gifted and talented	30.9%	Down from 33.4%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.4%	Down from 8.3%	7.9%	8.2%
Older than usual for grade	1.7%	Down from 2.5%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	38.5%	Down from 39.6%	53.1%	52.6%
Continuing contract teachers	84.6%	Down from 87.5%	84.6%	83.3%
Highly qualified teachers	86.0%	Down from 95.2%	93.9%	93.5%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 89.4%	88.9%	87.0%
Teacher attendance rate	95.0%	Up from 94.5%	94.7%	95.0%
Average teacher salary	\$42,424	Up 3.2%	\$42,430	\$41,703
Prof. development days/teacher	8.8 days	Up from 8.2 days	12.3 days	12.8 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.6 to 1	19.6 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.6%	90.0%	89.8%
Dollars spent per pupil*	\$5,055	Up 0.6%	\$5,859	\$6,242
Percent of expenditures for teacher salaries*	69.6%	Down from 70.5%	66.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hammond Hill Elementary is a community school that has a strong bond with all of the stakeholders. Community members, parents, teachers, staff, and students work together in an effort to meet student and school needs. Because of this common effort, Hammond Hill's Palmetto Achievement Challenge Test scores have exceeded the district and state averages for the percentage meeting state standards for the last four years with state recognition for three of the four years. Because of this achievement, Hammond Hill Elementary has been a South Carolina Gold Certificate winner for three years, has met Average Yearly Progress, required by No Child Left Behind for two years, and has been recognized twice by the State Department for Closing the Gap for underachieving students. Hammond Hill Elementary also includes a variety of activities and clubs to enhance student learning such as After-school tutoring for K-5, Great Leaps Reading for 3-5, Book It, Get Fit Day, Character Education, Arts Alive, Science and Math Day, Write Night, DARE, Field Day, a school carnival, Multicultural Month, Career Day, Just Say No Club, PEP Squad/Club, Chorus, Art Club, Student Council, Jump Rope Club, Red Ribbon Week, Step Club, the Double H. Reading Club, Accelerated Reader Program, Gentleman's Club, and Gifted and Talented Program. The school also participates in many local, regional, state, and national competitions, art contests, poetry contests, and essay contests. Hammond Hill Elementary ranks in the top ten every year in the state competition for Thinking Cap Quiz Bowl and the National WordMaster Challenge. Our students participate in several service learning projects including collecting toys for needy children, collecting can goods for the Golden Harvest Food Bank and Community Ministries, Pen Pals with the elderly at the nursing home, collecting food for animal shelter, and attending workdays for grounds clean up. Students also created artwork for the Veterans Hospital. Hammond Hill believes in instilling community values in our students. Hammond Hill Elementary continues to seek areas needing improvement, focus on academic achievement for all students, improve test scores, maintain a safe learning environment, and support parent involvement as an integral part of education children. None of this would be possible were it not for the commitment of the teachers, involvement of the parents, community volunteers, and students who are willing to learn.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	119	86
Percent satisfied with learning environment	100.0%	89.9%	85.7%
Percent satisfied with social and physical environment	100.0%	89.9%	84.3%
Percent satisfied with school-home relations	95.8%	92.4%	76.5%

*Only students at the highest elementary school grade level at this school and their parents were included.